1.

Yetunde Kupoluyi Grade 6-7 Special Education – 1st Grade Level

**Title:**

Water Conservation

**Objective:**

Students will be able to sort pictures and classify them into two categories to identify ways water can be conserved.

**CCLS 6.WHST** Draw evidence from informational texts to support analysis reflection, and research.

**Materials:**

Water by Frank Asch

Water – Brain pop

Vocabulary words Flash Cards

Waste or Save water sorting game cards

Waste or Save water sorting mats

Scissors, Glue Sticks, Crayons

Water Song Reproducible

**Vocabulary Words:**

Waste, Save, Conservation, Sort, Pollution, Clean

**Connection:**

Students have routine of washing their hands before snack every day in the classroom. They are learning to turn water of during and after washing.

2.

**Procedure:**

I will tell the students they will be learning about how to save and be sure water is not wasted.

They will take turn to share one way water is important to them.

I will tell them they will be watching a video and listen to a read aloud to understand the concept.

Supported with visuals, students will go over the vocabulary words. I will tell them to pay attention to these words as they listen to the read aloud and watch the movie.

Each student gets a copy of the read aloud and point to each word along as I read. They will be responding to WH’s questions (who? where? what? when? and why?) as we read along to stimulate their understanding. They will understand from this text that water is a precious resource that needs to be protected and conserved.

To refocus and attract my students’ attention for further understanding, they will watch video clip about water conservation on Brain Pop.

Then, I will have them sing the water song to the tune of “The Itsy Bitsy Spider” aloud.

I will tell them the song is about keeping our water sources healthy by keeping them clean. I will mention to them some of the sources of our water supported with pictures of oceans, lakes and streams

3.

**Water Song**

There’s water all around us

In oceans, lakes and streams.

We want it to be healthy,

So let’s help keep it clean!

Water all around us—

It helps us grow and live.

If we all try not to waste it

We’ll have some left to give!

After, the song, we will briefly talk about the ways the water from oceans, lakes and stream get dirty for example people throwing thrash, pollution and ways we can help keep it clean for example throwing thrash away and not in the ocean and not pouring things like chemicals into the water.

I will tell them that the song is also about not wasting water. I will ask them about some ways we can be wasting water, for example, leaving the water hose on too long and leaving the water running while brushing teeth. Then, I will ask them what are some ways we can help save water. The response will be like turning off water while brushing teeth, tell our parent about a leaky faucet, etc.

**4.**

**Group Work:**

At this time, my students now have the understanding of how water is wasted and can be conserved. I will now pair them with a partner and have them play a Waste or Safe game with the sorting game card on the sorting mat.

**Independent Practice**

Students will return to their seat and cut and paste cards on the appropriate “Waste” or “Safe” mat.

**Differentiated independent Work:**

Christian will color, cut and paste the cards appropriately on the “Waste” or “Safe” mat as well as cut and paste the vocabulary words supported **with visual** on the circle map **with adult support.**

Rocco will color, cut and paste the cards appropriately on the “Waste” or “Safe” mat as well as cut and paste the vocabulary words supported **with visual** on the circle map **without adult support.**

Christopher will color, cut and paste the cards appropriately on the “Waste” or “Safe” mat as well as cut and paste the vocabulary words **without visuals** on the circle map with **adult support.**

Elijah and Jessie will color, cut and paste the cards appropriately on the “Waste” or “Safe” mat as well as cut and paste the vocabulary words supported **without visual** and on the circle map **without adult support.**

Students will share their work with the class when they are done to explain what they do.

**5.**

**Assessment:**

**(1). Ongoing /Formative (Observation)**

**(2). Summative** (Check worksheets). I will observe individual students for understanding by their participation during group and independent work and during sharing.

The assessment will also be based on their individual academic abilities.

Homework will be related to the classroom practice...

**Next Steps (Follow up Activity):** Student’s homework will be similar to classroom activity to reinforce their understanding of the skill.

**Self-Reflection:** (post lesson)

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| Vocabulary words: Visually supported |
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| Wastehttp://ts1.mm.bing.net/th?&id=HN.608018716502721370&w=300&h=300&c=0&pid=1.9&rs=0&p=0&url=http%3A%2F%2Fquarterbridge.wordpress.com%2F2011%2F01%2F27%2F400%2F    **Save** http://ts1.mm.bing.net/th?&id=HN.608035398157404947&w=300&h=300&c=0&pid=1.9&rs=0&p=0&url=http%3A%2F%2Fwww.millcreekauthority.org%2Fwater_quality.asp  **Conservation** https://kellyspeca.files.wordpress.com/2014/08/1.jpg  **Sort**  http://ts1.mm.bing.net/th?&id=HN.608018742274295903&w=300&h=300&c=0&pid=1.9&rs=0&p=0&url=http%3A%2F%2Fcstar.iiit.ac.in%2F~dipsankar%2Fprojects.html  7.  **Pollution**http://ts1.mm.bing.net/th?&id=HN.608005578197961485&w=300&h=300&c=0&pid=1.9&rs=0&p=0&url=http%3A%2F%2Flyricsdog.eu%2Fs%2Fwater%2520pollution%2520in%2520america  **Clean**  http://ts1.mm.bing.net/th?&id=HN.607991890139088806&w=300&h=300&c=0&pid=1.9&rs=0&p=0&url=http%3A%2F%2Fmagali-summerblog.blogspot.com%2F2010%2F06%2Fmy-how-to-manual.html  **The Lesson Plan is derived and adapted from www.lakeshorelearning.com** | |  |
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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Water Conservation Vocabulary Words**

**Water Conservation**

